

# *Bozrah Leader and Educator Evaluation and Support Plan 2024-25*



**Fields Memorial School  
Bozrah, Connecticut**

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**Bozrah Public Schools  
Leader and Educator Evaluation and Support Plan**

**Revised June 2024**

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Joanne Hart, teacher

Ann Perzan, director

Laurie Tatro, paraeducator

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**MISSION**

*The Bozrah School District prepares and inspires all students to realize their fullest potential by encouraging dedication to excellence, providing a stimulating learning environment, and fostering a commitment towards others.*

**VISION**

*The Bozrah School District promotes a dynamic learning environment that inspires opportunities for innovation, problem solving, and intellectual curiosity. We integrate relevant technology to set the stage for success in a global society. Our culture supports respect, diversity, discovery, integrity, perseverance, and effective communication in a safe learning community.*

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## **General Plan Information**

### ***Plan Vision***

All educators and leaders have the opportunity for continuous learning and feedback, to develop and grow, both individually and collectively, through the educator and leader evaluation and support system so that all Bozrah students experience growth and success.

### ***Guiding Principles***

The transformational design of the leader evaluation and support model is grounded in six guiding principles that use high quality professional learning to advance leader practice, educator practice, and student learning, growth, and achievement.

- Allow for differentiation of roles (for example for leaders: assistant superintendents, director of pupil services, various leaders in central office, principal, assistant principal; or for educators: teachers, counselors, instructional coaches, student support staff).
- Simplify and reduce the burden (eliminate technical challenges, paperwork, steps).
- Focus on things that matter (identify high leverage goal focus areas).
- Connect to best practices aimed at the development of the whole child (including, but not limited to, academic, social, emotional, and physical development).
- Focus on leader growth and agency (meaningfully engage professionals by focusing on growth and practice in partnership with others aligned to a strategic focus).
- Meaningful connections to professional learning (provide multiple pathways for participants to improve their own practice in a way that is meaningful and impactful).
- Specific, timely, accurate, actionable, and reciprocal feedback.

### ***State of Connecticut Guidelines***

The design of the Connecticut Guidelines for Educator Evaluation and Support 2023 are representative of research-based effective practice and include six elements:

- Standards and criteria
- Goal setting process
- Professional practice and educator growth
- Evaluator/observer/stakeholder feedback and engagement
- Process elements
- Dispute resolution

The combined vision, guiding principles, and overall framework for educators' and leaders' evaluation and support describe a systematic process of continuous improvement and professional learning leading to high quality professional practice and improved outcomes for students. While components are similar for educators and leaders, there are components specific to educators and to leaders, resulting in two sections with similar processes within a district's evaluation and support system.

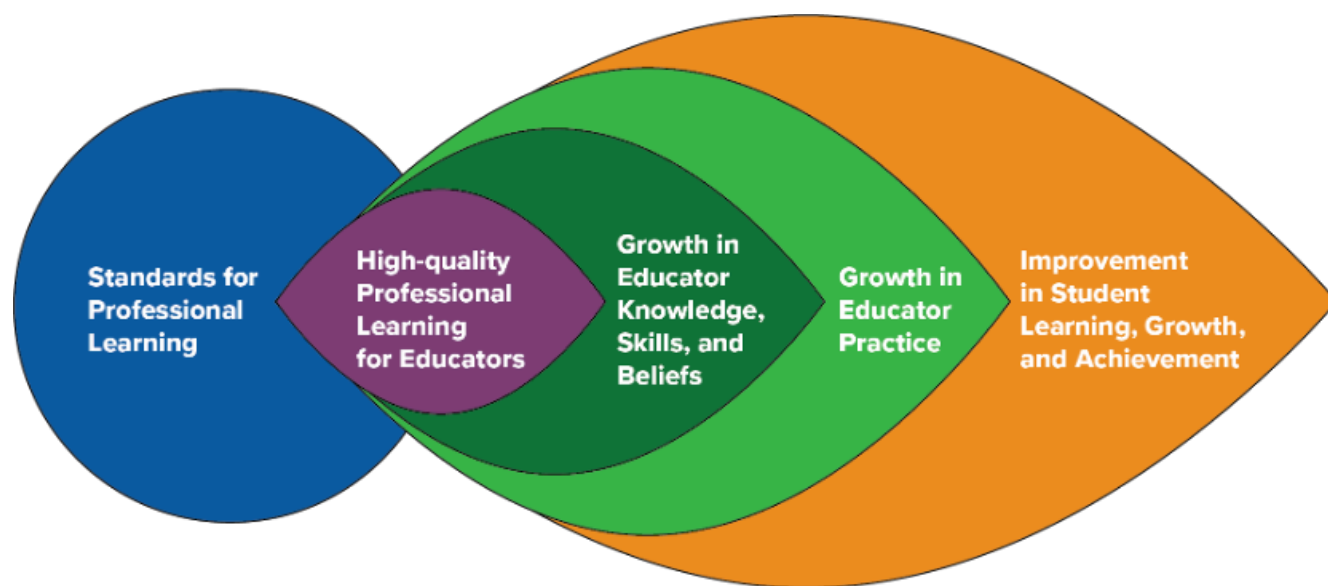
## ***The Continuous Learning Process: Goal Setting, Professional Practice, and Feedback***

The evaluation and support plan is designed as a continuous learning process. The goal of the continuous learning process is to provide educators and leaders with continuous learning opportunities for professional growth through self-directed analysis and reflection, planning, implementation, and collaboration. Regular dialogue and feedback, coupled with the opportunity to reflect on and advance practice, drive the continuous learning process.

In this process, the educator or leader serves as the learner who actively engages in and directs their learning and feedback. The evaluator serves as a learning partner who supports the educator through the learning and growth process. Within the process, the educator collaborates and serves as a reflective practitioner to determine mutually agreed upon educator goals, professional practice and educator growth, and observation and feedback focus.

During each school year, a minimum of three check-ins provide an opportunity for a reciprocal discussion of what is happening in the classroom or school, a sharing of evidence of professional learning and impact on growth, and identification of needs and mutually agreed upon next steps. The meetings are approached in a spirit of continuous improvement, reflection, and collaboration. Dialogue is important, however, there must be a balance of written and verbal feedback provided between check-ins based on observations and reviews of practice as required by the district plan.

The graphic below, adapted from Learning Forward's Standards for Professional Learning 2022, shows the relationship between professional learning for leaders, educators and students.



## **Educator Evaluation and Support Plan Elements**

### ***Goals of this Plan***

The goal of this plan is to best represent the year of a teacher - any teacher - regardless of what is taught. This plan works for everyone and is flexible enough to be effective for classroom teachers, instructional specialists, interventionists, service providers, and special education teachers. For all of the people covered by this plan, the evaluation for the year should be about just that - the whole year.

The plan's focus isn't simply on one or two goals and scheduled classroom visits. Educators and evaluators are encouraged to provide a variety of data points that represent any and all achievements or areas for growth and improvement. This plan is not intended to be a hoop to jump through or box to be checked three times a year. This plan is to be used regularly and intentionally throughout the year to promote educator growth and student success.

Note that throughout this document, the word "educator" often refers to any certified staff member - not just a classroom teacher.

### ***Efficiency and Flexibility***

A core belief for this plan is that an educator's time is best spent teaching students - not completing paperwork. In developing this plan, consideration was given to limiting the amount of time educators need for filling in forms associated with the educator evaluation plan.

Each certified staff member can set a variety of goals related to his/her specific job responsibilities and will have a rubric that is tailored to his/her role. This makes the general plan common for everyone but flexible enough to differentiate for individual needs.

### ***The Portfolio***

The crux of this plan rests on the educator's evaluation portfolio. The portfolio acts as a container for any and all evidence of an educator's achievements and potential areas for growth. It will be added to by both the educator and his/her evaluator throughout the school year.

While there should be artifacts in the portfolio that support the established goals, artifacts are not limited to this purpose. Educators and evaluators can upload any document or image that speaks to the evaluation rubric. These include, but are not limited to, student performance or growth data, classroom observations, student work samples, professional learning certificates, and written or electronic communications from parents or other staff members.

As an educator adds artifacts to the portfolio, it is expected that he/she will reflect on each item and perhaps initiate a conversation about it with colleagues and his/her evaluator. As evaluators upload artifacts into a portfolio, it is also expected that the educator will be informed of the addition, and a similar dialogue will occur. Ultimately, we expect that a culture of professional discourse with colleagues about student performance and pedagogy will be the norm all year long.



## Standards and Criteria Rubric

The rubric below is adapted from the *Teacher Evaluation Rubrics* by Kim Marshall (2014).

CLASSROOM MANAGEMENT	
<b>Expectations</b>	Clearly communicates and consistently enforces high standards for student behavior.
<b>Relationships</b>	Is fair and respectful toward students and builds positive relationships.
<b>Social-Emotional</b>	Fosters positive interactions among students and teaches social skills.
<b>Routines</b>	Teaches routines and smooth transitions and re-teaches them as needed.
<b>Responsibility</b>	Encourages self-discipline and teaches students to take responsibility for their actions.
DELIVERY OF INSTRUCTION	
<b>Mindset</b>	Actively encourages a growth mindset where students take risks and learn from mistakes.
<b>Goals</b>	Gives students a clear sense of purpose and communicates the goals of the lesson.
<b>Clarity</b>	Uses clear explanations, appropriate language and examples to present material.
<b>Repertoire</b>	Uses effective strategies, questions, materials, technology, and groupings to foster student learning.
<b>Engagement</b>	Has students actively think about, discuss, and use ideas and skills being taught.
<b>Differentiation</b>	Differentiates and scaffolds instruction.
MONITORING, ASSESSMENT, AND FOLLOW-UP	
<b>Diagnosis</b>	Diagnoses students' knowledge and skills, and makes adjustments based on the data.
<b>Feedback</b>	Uses a variety of effective methods to check for understanding and provide feedback.
<b>Analysis</b>	Works individually and with colleagues to analyze data, draw conclusions, and take action.
<b>Student Outcomes</b>	Students demonstrate progress, growth, and/or achievement.
FAMILY AND COMMUNITY OUTREACH	
<b>Respect</b>	Communicates respectfully with parents and is sensitive to different families' culture and values.
<b>Communication</b>	Promptly informs parents of behavior and learning problems, and also updates parents on good news.
<b>Involvement</b>	Informs parents about the curriculum and suggests ways to support learning at home.
<b>Responsiveness</b>	Responds promptly to parent concerns and makes parents feel welcome at school.
PROFESSIONAL RESPONSIBILITIES	
<b>Reliability</b>	Is punctual and reliable with paperwork, duties, and other responsibilities.
<b>Professionalism</b>	Demonstrates professional demeanor, maintains appropriate boundaries, and maintains confidentiality.
<b>Contribution</b>	Contributes valuable ideas and expertise. Shares responsibility for school activities, and takes part in committees.
<b>Collaboration</b>	Collaborates with colleagues. Listens thoughtfully to other viewpoints and responds constructively.
<b>Growth</b>	Seeks out and implements effective teaching ideas from colleagues, workshops, and other sources.

## **Goal Setting Process**

### ***Orientation (by September 30)***

All educators will participate in training and orientation for the Educator and Leader Evaluation Plan annually. This training will take place no later than September 30 of each year. Training will include a summary of the plan and a review of expectations and timelines for everyone involved. As part of this orientation, the different supports for educators and the processes for utilizing those supports will be reviewed with all stakeholders.

### ***Beginning of the Year (BOY) Meeting (by October 15)***

The BOY meeting is a dialogue between the educator and their evaluator that includes a review of evidence and an analysis of the educator's own practice. The assigned evaluator will hold an 092 or 093 certificate. This discussion should identify areas for educator practice and growth, leading to student learning, growth, and achievement. Using the rubric as a guide, the educator and evaluator come to mutual agreement on high leverage professional practice goals, multiple measures of evidence, professional learning needs, and support that drive progress toward goal attainment. Goals can be short-term based on instructional units or changing groups of students, or they can last up to three years depending on the agreement of the educator and evaluator.

To ensure a meaningful experience for the whole district, some of the goals set should be aligned to or in support of the larger goals established by the Board of Education and the administration.

For beginning educators in the Teacher Education and Mentoring (TEAM) Program, consideration for alignment between professional learning and their TEAM modules would enhance their learning and practice.

### ***Middle of the Year (MOY) Meeting (by February 1)***

The MOY meeting is to review data and make any goal adjustments based on new information or priorities that have come up since the initial goal-setting meeting. The meeting should consist of a dialogue and feedback based on evidence entered into the educator's portfolio to that point. Educators and evaluators should discuss additional artifacts that would be helpful moving forward and support the expectations for the end of the year meeting.

### ***End of the Year (EOY) Meeting (by June 15)***

The EOY meeting provides an opportunity for the educator and evaluator to engage in dialogue, similar to the midyear check-in, to discuss progress toward the educator's goal(s); professional learning as it relates to the educator's professional growth and professional practice; and impact on student learning, growth, and achievement as evidenced by artifacts included in the portfolio. A written end-of-year summary by the educator includes the impact of new learning on educator practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the educator's subsequent goal setting revisions or new goals.



The evaluator provides a concise summary based upon evidence related to the mutually agreed upon educator goal(s) and identified standards and will make a distinction regarding the educator’s successful completion of the professional learning process.

**Forms**

All forms associated with this Plan can be found online in the Frontline platform.

**Observations and Feedback**

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provide a focus for strategic evidence collection and feedback. Evaluators provide educators with specific feedback based on evidence, standards, and the educator’s goal(s) and ensure timely access to planned support(s).

Observations, typically informal, can be scheduled or unscheduled by the evaluator and can be requested by the educator - particularly if a lesson is intended to demonstrate progress toward his/her goal(s). These observations will be consistent with the expectations for each cohort below.

Definition of Cohorts	
<p style="text-align: center;"><u><b>Cohort 1</b></u></p> <p><b>WHO:</b></p> <ul style="list-style-type: none"><li>● Educators new to the profession (4 years)</li><li>● Educators new to Bozrah (2 years)</li></ul> <p><b>WHAT:</b></p> <ul style="list-style-type: none"><li>● A minimum of three observations of professional practice (minimum of 20 minutes in length) with post meetings</li><li>● A review of practice may be substituted for one of these observations.</li></ul>	<p style="text-align: center;"><u><b>Cohort 2</b></u></p> <p><b>WHO:</b></p> <ul style="list-style-type: none"><li>● Educators that have successfully completed Cohort 1 in Bozrah</li></ul> <p><b>WHAT:</b></p> <ul style="list-style-type: none"><li>● A minimum of two observations of professional practice (minimum of 15 minutes in length)</li><li>● A review of practice may be substituted for one of these observations.</li></ul>

Feedback, written or verbal, is provided within five school days. Post meetings after an observation are always encouraged to provide feedback

Quality feedback:

- Is based on multiple quantitative and qualitative indicators
- Is personalized
- Is learning-focused or growth-oriented
- Provides reflective opportunities to refine and revise knowledge, attitudes, skills, and/or practices for future experiences
- Is timely, frequent and reciprocal

## ***Criteria of Successful Completion***

An educator is determined to have successfully completed the evaluation process by providing artifacts and reflection that demonstrate the following:

- Improvement/success in instructional practice
- Success with and/or progress towards the educators' goal(s)
- The impact of the educators' practice on student growth, and/or achievement
- Next steps for future goals

## ***Tiered Support***

All leaders require access to high-quality, targeted professional learning support to improve practice overtime. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative if applicable.

### ***Tier 1***

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

### ***Tier 2***

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

### ***Tier 3***

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement.

## **Leader Evaluation and Support Plan Elements**

### ***Goals of this Plan***

The goal of this plan is to best represent the year of a leader - any leader - regardless of position. This plan should be flexible enough to be effective for school-based and district-based leaders. For all of the people covered by this plan, the evaluation for the year should be about just that - the whole year.

Leaders and evaluators are encouraged to provide a variety of data points that represent any and all achievements or areas for growth and improvement. This plan is not intended to be a hoop to jump through or box to be checked three times a year. This plan is to be used regularly and intentionally throughout the year to promote leader growth and student success.

### ***Efficiency and Flexibility***

A core belief for this plan is that a leader's time is not best spent completing paperwork. In developing this plan, consideration was given to limiting the amount of time leaders need for filling out forms associated with the evaluation plan.

Each leader can set a variety of goals related to his/her specific job responsibilities and will have a rubric that is tailored to his/her role. This makes the general plan common for everyone but flexible enough to differentiate for individual needs.

### ***The Portfolio***

The crux of this plan rests on the leader's evaluation portfolio. The portfolio acts as a container for any and all evidence of an educator's achievements and potential areas for growth. It will be added to by both the leader and his/her evaluator throughout the school year.

While there should be artifacts in the portfolio that support the established goals, artifacts are not limited to this purpose. Leaders and evaluators can upload any document or image that speaks to the evaluation rubric. These include, but are not limited to, student performance or growth data, observations of practice, professional learning certificates, and written or electronic communications from parents or other staff members.

As a leader adds artifacts to the portfolio, it is expected that he/she will reflect on each item and perhaps initiate a conversation about it with colleagues and his/her evaluator. As evaluators upload artifacts into a portfolio, it is also expected that the leader will be informed of the addition, and a similar dialogue will occur. Ultimately, we expect that a culture of professional discourse with colleagues about professional practice and student outcomes will be the norm all year long.

## Standards and Criteria Rubric

The rubric below is adapted from the *Principal Evaluation Rubrics by Kim Marshall (2012)*.

STRATEGY	
Diagnosis	Involves stakeholders in a comprehensive diagnosis of the school's strengths and weaknesses.
Gap	Motivates colleagues by comparing students' current achievement with rigorous expectations.
Support	Builds ownership and support among stakeholders for achieving annual goals.
Enlisting	Manages resistance, low expectations, and fear of change.
PLANNING	
Planning	Plans for the year, month, week, and day, keeping the highest-leverage activities front and center.
Communication	Successfully communicates goals to all constituencies by skillfully using a variety of channels.
Expectations	Makes sure staff know what is expected for management procedures and discipline.
Delegation	Delegates appropriate tasks to competent staff members and checks on progress.
Meetings	Ensures that key teams (e.g., leadership, grade-level, student support) meet regularly.
Efficiency	Has a system for dealing with email, paperwork, and administrative chores.
CURRICULUM & DATA	
Targets	Works with grade-level and subject-area teams to set measurable student goals for the current year.
Materials	Ensures that all teachers have high-quality curriculum materials, technology, and training on how to use them.
Monitoring	Uses data on grades, attendance, behavior, and other variables to monitor and drive continuous improvement toward goals.
TALENT DEVELOPMENT	
Development	Organizes aligned, on-going coaching and training that builds classroom proficiency.
Evaluation	Makes unannounced visits to a few classrooms almost every day and gives helpful feedback to teachers.
Criticism	Courageously engages in difficult conversations with below-proficient teachers, helping them improve.
Hiring	Recruits, hires, and supports highly effective teachers who share the school's vision.
CULTURE	
Expectations	Sets expectations for student behavior and establishes schoolwide routines and consequences.
Celebration	Publicly celebrates kindness, effort, and improvement and builds pride in school.
Openness	Makes families feel welcome and respected, responds to concerns, and gets a number of them actively involved in the school.

MANAGEMENT	
<b>Ethics</b>	Sets a stellar example for colleagues through impeccably ethical and professional behavior.
<b>Scheduling</b>	Creates an equitable schedule that maximizes learning, teacher collaboration, and smooth transitions.
<b>Movement</b>	Supervises orderly student entry, dismissal, meals, class transitions, and recesses.
<b>Custodians</b>	Supervises staff to keep the campus clean, attractive, and safe.
<b>Transparency</b>	Is transparent about how and why decisions were made, involving stakeholders whenever possible.
<b>Bureaucracy</b>	Manages bureaucratic, contractual, and legal issues efficiently and effectively.
<b>Budget</b>	Manages the school's budget and finances to support the strategic plan.
<b>Compliance</b>	Fulfills compliance and reporting responsibilities to the district and beyond.
<b>Relationships</b>	Builds strong relationships with district and external personnel and gets them supportive of the school's mission.

## **Goal Setting Process**

### **Orientation (by September 30)**

All educators will participate in training and orientation for the Educator and Leader Evaluation Plan annually. This training will take place no later than September 30 of each year. Training will include a summary of the plan and a review of expectations and timelines for everyone involved. As part of this orientation, the different supports for leaders and the processes for utilizing those supports will be reviewed with all stakeholders.

### **Beginning of the Year (BOY) Meeting (by October 15)**

The BOY meeting is a dialogue between the leader and their evaluator that includes a review of evidence and an analysis of the leader's own practice. The assigned evaluator will hold an 092 or 093 certificate. This discussion should identify areas for leadership practice and growth, leading to educator and student learning, growth, and achievement. Using the rubric as a guide, the leader and evaluator come to mutual agreement on high leverage professional practice goals, multiple measures of evidence, professional learning needs, and support that drive progress toward goal attainment. Goals can be short-term or they can last up to three years depending on the agreement of the leader and evaluator.

To ensure a meaningful experience for the whole district, some of the goals set should be aligned to or in support of the larger goals established by the Board of Education.

### **Middle of the Year (MOY) Meeting (by February 1)**

The MOY meeting is to review data and make any goal adjustments based on new information or priorities that have come up since the initial goal-setting meeting. The meeting should consist of a dialogue and feedback based on evidence entered into the leader's portfolio to that point. Leaders and evaluators should discuss additional artifacts that would be helpful moving forward and support the expectations for the end of the year meeting.

### ***End of the Year (EOY) Meeting (by June 30)***

The EOY meeting provides an opportunity for the leader and evaluator to engage in dialogue, similar to the midyear check-in, to discuss progress toward the leader's goal(s); professional learning as it relates to the leader's professional growth and professional practice; and impact on educator and student learning, growth, and achievement as evidenced by artifacts included in the portfolio. A concise written end-of-year summary by the leader includes the impact of new learning on leader practice and growth, impact on student learning, growth and achievement, school community, strengths and concerns, **impact on the organization's health**, and possible next steps for the upcoming year. Analysis of evidence from the end-of-year summary is important for the leader's subsequent goal setting revisions or new goals.

The evaluator provides a concise summary based upon evidence related to the mutually agreed upon leader goal(s) and identified standards and will make a distinction regarding the leader's successful completion of the professional learning process.

### ***Forms***

All forms associated with this Plan can be found online in the Frontline platform.

### ***Observations and Feedback***

Observations occur throughout the continuous learning process. The identified high leverage goal(s) provide a focus for strategic evidence collection and feedback. Evaluators provide leaders with specific feedback based on evidence, standards, and the leader's goal(s) and ensure timely access to planned support(s).

Observations, typically informal, can be scheduled or unscheduled by the evaluator and can be requested by the leader - particularly if it is intended to demonstrate progress toward his/her goal(s). These observations will be consistent with the expectations for each cohort below.

Definition of Cohorts	
<p style="text-align: center;"><b><u>Cohort 1</u></b></p> <p><b>WHO:</b></p> <ul style="list-style-type: none"><li>• Leaders new to administration (3 years)</li><li>• Leaders new to Bozrah (1 year)</li></ul> <p><b>WHAT:</b></p> <ul style="list-style-type: none"><li>• A minimum of three observations of professional practice with post meetings</li><li>• A review of practice may be substituted for one of these observations.</li></ul>	<p style="text-align: center;"><b><u>Cohort 2</u></b></p> <p><b>WHO:</b></p> <ul style="list-style-type: none"><li>• Leaders that have successfully completed Cohort 1 in Bozrah</li></ul> <p><b>WHAT:</b></p> <ul style="list-style-type: none"><li>• A minimum of two observations of professional practice</li><li>• A review of practice may be substituted for one of these observations.</li></ul>

Feedback, written or verbal, is provided within five school days. Post meetings after an observation are always encouraged to provide feedback



Quality feedback:

- Is based on multiple quantitative and qualitative indicators
- Is personalized
- Is learning-focused or growth-oriented
- Provides reflective opportunities to refine and revise knowledge, attitudes, skills, and/or practices for future experiences
- Is timely, frequent and reciprocal

## ***Criteria of Successful Completion***

An leader is determined to have successfully completed the evaluation process by providing artifacts and reflection that demonstrate the following:

- Improvement/success in instructional practice
- Success with and/or progress towards the leaders' goal(s)
- The impact of the leaders' practice on student growth, and/or achievement
- Next steps for future goals

## ***Tiered Support***

All leaders require access to high-quality, targeted professional learning support to improve practice overtime. Leaders and their evaluators thoughtfully consider and apply three tiers of support, as appropriate, with an evaluation process. All three tiers of support must be implemented prior to the development of a Corrective Support Plan.

A pattern of persistent lack of growth and reflection or resistance to growth-oriented feedback should lead to advancing levels of support with a defined process for placing a leader on a Corrective Support Plan with indicators of success for transitioning out of it. Evaluators must utilize and document all three tiers of support prior to the development of a Corrective Support Plan. The Corrective Support Plan shall be developed in consultation with the evaluator, educator and their exclusive bargaining representative if applicable.

### ***Tier 1***

It is the expectation that all leaders consistently access opportunities for professional growth within their district. Tier 1 supports are broadly accessible professional learning opportunities for all, inclusive of, but not limited to, collegial conversations, school site visits, available district resources (e.g., books, articles, videos, etc.), formal professional learning opportunities developed and designed by your district PDEC and other leader supports (e.g., leadership coaching). These resources should be identified through a goal setting process by mutual agreement.

### ***Tier 2***

In addition to Tier 1, Tier 2 supports are more intensive in duration, frequency, and focus (e.g., observation of specific leadership practices, etc.) that can be either suggested by the leader and/or recommended by an evaluator.

### ***Tier 3***

In addition to Tier 1 and Tier 2, Tier 3 supports are responsive to unresolved, previously discussed concerns that are collaboratively discussed and may be assigned by an evaluator. Tier 3 supports have clearly articulated areas of focus, duration of time, and criteria for

success, and may include a decision to move to a Corrective Support Plan. Tier 3 supports shall be developed in consultation with the evaluator, leader and their exclusive bargaining representative for certified leaders chosen pursuant to C.G.S. §10-153b. The start date and duration of time an educator is receiving this level of support should be clearly documented.

Claims that the district has failed to follow the established procedures of the evaluation and support program shall be subject to the grievance procedures set forth by the current collective bargaining agreement.

## **Dispute Resolution**

The purpose of the dispute resolution process is to secure at the lowest possible administrative level equitable solutions to disagreements which may arise related to the evaluation process. As our evaluation and support system is designed to ensure continuous, constructive, and cooperative processes among professional educators/leaders and their evaluators are encouraged to resolve disagreements informally.

Ultimately, should an educator/leader disagree with the evaluator's inclusion of an artifact in the portfolio, assessment or feedback, the parties are encouraged to discuss these differences and seek common understanding of the issues. As a result of these discussions, the evaluator may choose to adjust the report/portfolio but is not obligated to do so. The educator/leader being evaluated has the right to provide a statement identifying areas of concern with the goals/objectives, evaluation period, feedback, professional development plan, artifacts included in the portfolio or the assignment of a Corrective Support Plan.

Any such matters will be handled as expeditiously as possible, and in no instance will a decision exceed 30 workdays from the date the educator/leader initiated the dispute resolution process. Confidentiality throughout the resolution process shall be conducted in accordance with the law.

### ***Process***

Any educator being evaluated shall be entitled to collective bargaining representation at all levels of the process.

1. Within three school days of articulating the dispute in writing to his/her/their evaluator, the educator/leader being evaluated and the evaluator will meet with the objective of resolving the matter informally.
2. If there has been no resolution, the individual may choose to continue the dispute resolution process in writing to the evaluator within three workdays of the meeting in step 1. The educator/leader being evaluated may choose between two options.
  - a. Option 1:  
The issue in dispute may be referred for resolution to a subcommittee of the Professional Development and Evaluation Committee (PDEC), which will serve as a neutral party\*. The evaluator and the educator/leader (or his/her respective collective bargaining unit) may each select one representative from the PDEC to this subcommittee, as well as a mutually agreed upon between the parties. It is the role of the subcommittee to determine the resolution of the dispute and to identify any actions to be taken moving forward.

*\*In the instance that three individuals from the PDEC cannot be selected, the evaluator and educator/leader may select any certified educator in the district to serve on the subcommittee.*

- b. Option 2:  
The educator/leader being evaluated requests that the superintendent solely arbitrate the issue in dispute. In this case, the superintendent will review all applicable documentation and meet with both parties (evaluator and educator/leader being

evaluated) as soon as possible, but no longer than five school days from the date of the written communication to the superintendent. The superintendent will act as arbitrator and make a final decision, which shall be binding.

*\*In the instance that the superintendent is the evaluator involved, another administrator from the district or member of the Board of Education can serve as the mutually agreed upon arbiter.*

### **Time Limits**

1. Since it is important that appeals be processed as rapidly as possible, the number of days indicated within this plan shall be considered maximum. The time limits specified may be extended by written agreement of both parties.
2. Days shall mean workdays. Both parties may agree, however, to meet during breaks at mutually agreed upon times.
3. The educator being evaluated must initiate the appeals procedure within five workdays of the scheduled meeting in which the feedback was presented. If no written initiation of a dispute is received by the evaluator within five workdays, the educator shall be considered to have waived the right of appeal.
4. The educator being evaluated must initiate each level of the appeal process within the number of days indicated. The absence of a written appeal at any subsequent level shall be considered as waiving the right to appeal further.

# **Corrective Support Planning**

## ***Overview***

The Corrective Support Plan (CSP) is utilized when an evaluator identifies a leader's or educator's significant performance deficiencies that require attention. This support is confidential and intended for the purpose of providing educators assistance in improving their practices.

The CSP process will be implemented if informal/non-disciplinary attempts have not resolved performance concerns. A team approach is utilized for the CSP process. The team includes the evaluator, the leader/educator, a peer coach, and a union representative (at the discretion/request of the educator). Each team member must respect the confidential nature of the support being provided through the CSP Process.

## ***Plan Details***

### ***Step 1: Notifying the Leader/Educator***

A meeting is scheduled with the evaluator and the leader/educator. The educator is invited to bring a union representative to the meeting. A letter is presented to the leader/educator at the meeting which describes the deficiencies leading to the notification of the CSP process. The leader's/educator's current level of performance is discussed as are the specific areas of growth needed. The names of people potentially serving on the team for the leader/educator are discussed. All team members will be invited to a meeting within 7 school days to create the support plan.

### ***Step 2: Creating the Plan***

Following notification of the leader/educator, the team assembles to create a plan which includes the following components:

- performance goal(s)
- action steps: the specific tasks/duties the leader/educator must complete, including any assistance the leader/educator will receive from coaches or other parties
- a timeline for completing the action steps and meeting the performance goals
- data collection methods/sources
- evidence of progress: the specific documentation/evidence which will be used to determine the leader's/educator's progress toward the performance goals

The length of the plan is individualized and based on evidence of continuous, acceptable progress.

### ***Step 3: Implementing the Plan***

The Corrective Support Plan is implemented by the leader/educator with the support of the team. The leader/educator is solely responsible for his/her performance. The peer coach works with the leader/educator to provide assistance in developing strategies to meet the identified goals and to support the leader/educator in completing the steps of the action plan.

Examples of strategies and supports from the peer coach could be as follows:

- conducting observations of the leader/educator and providing feedback

- reviewing the action plan steps frequently with the leader/educator
- assisting the leader/educator in preparing for meetings with the evaluator
- accompanying the leader/educator to meetings with the evaluator and taking notes on important topics, directives, deadlines, etc.
- debriefing with the leader/educator after meetings with the evaluator
- celebrating and building on the successes of the leader/educator as the action plan steps are completed
- referring the leader/educator to appropriate resources/individuals

The peer coach may discuss professional strategies with colleagues but must be careful to maintain the confidentiality of the individual and the process.

#### ***Step 4: Monitoring the Plan***

The evaluator provides additional monitoring. The evaluator shall meet with the leader/educator to conduct performance support conferences, which will be held at predetermined times. The purposes of these conferences are to monitor the plan and provide intervention, if necessary. Whenever the evaluator and the leader/educator meet to discuss the leader's/educator's progress on the plan, the peer coach should be invited to the meeting. The leader/educator is responsible for providing evidence of the plan's implementation and progress toward meeting the goals. The peer coach supports the leader/educator in the meeting by documenting and clarifying the evaluator's concerns and comments and clarifying, if needed, the evaluator's directives.

#### ***Step 5: Determining the Outcome of Performance***

At the conclusion of the CSP period, as determined by the timeline in the plan, the evaluator will complete the form, Corrective Support Plan: Outcomes. This form is shared with the team, and next steps are discussed. Typically, the next step would be one of the following:

- end the plan: progress was sufficient, and no additional plans are necessary
- continue the plan: progress is being made, but more time is needed
- continue the plan: progress is being made, but additional action steps are needed
- proceed to steps for termination of employment

Copies of all CSP documents will be retained in the leader's/educator's file.

### ***Forms***

The forms associated with the CSP process can be found online in the Frontline platform.